**Context For Learning Jessica Forgety**

**Information**

**About the School Where You Are Teaching**

**1.** In what type of school do you teach?

Elementary school: Yes

Urban:

Suburban: Yes

Rural:

**2.** List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

**Intercom system, and emergency drills may affect this learning segment.** Intervention may also occur during the segment, in which some students would be pulled out of the classroom.

**3.** Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

**This school uses the Scott Foresman reading series.** The school does not use a pacing plan. The school uses Dibbles reading assessments, Discovery Learning benchmark assessments, and the Tennessee Comprehensive Assessment Program.

**About the Class Featured in This Assessment**

1. How much time is devoted each day to literacy instruction in your classroom?

Approximately two hours per day are devoted to literacy.

1. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

Reading ability groups are based on A to Z running record assessments. Writing ability grouping is based on teacher observation. Math ability grouping is based on Discovery Education assessment scores.

1. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

Scott Foresman reading series, entitled **Reading Street (Pearson, 2008)**. At this grade level, Kindergarten, there is a series of mini readers that include specific academic language and site words. This series is published by Pearson.

1. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

The classroom has four computers, an ipad, a projector, and a Smart Board. There is a classroom library, classified by subject matter. The Scott Foresman Reading Street series is available in classroom sets for each book.

**About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): Kindergarten

**2.** Number of students in the class 20

males 12 females 8

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   1. English language learners 2. Gifted students needing greater support or challenge 3. Students with Individualized Education Programs (IEPs) or 504 plans 4. Struggling readers 5. Underperforming students or those with gaps in academic knowledge  |  |  |  | | --- | --- | --- | | Learning Needs Category | Number of Students | Modifications, IEP, Goals, Etc. | | **Speech/Language Arts** | 2 | Individual education plans include 30 minutes of pull out intervention twice a week. Goals include answering two step questions, and speaking in complete sentences. | | **Math** | Varies based on ability on current skill at the time of need. | Student’s are chosen based on ability with current math skill, and are in pull out intervention for 30 minutes twice a week. Students are offered extra guidance in math during class time. | |  |  |  | |